



Academic Senate

Meeting Minutes

Date: 10/26/18

Time: 1:00pm-2:00pm * Note: 1 hour meeting

Location(s): WCC Room 113/ LCC 115

Senate Roles and Responsibilities (The 10+1)*	
<i>Title 5 Sections 53200-53206</i>	
<ol style="list-style-type: none"> 1. Curriculum, including establishing prerequisites and placing courses within disciplines. 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles 	<ol style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

*Note: 1-3= "Rely Primarily"; 4-11= "Mutually Agree" (Per YCCD BP 2510)

SENATORS:

Christopher Howerton <input checked="" type="checkbox"/> (President)	Deanna Pierro <input checked="" type="checkbox"/> (At-Large, VP)	Kevin Ferns <input checked="" type="checkbox"/> (FaLaHum, Secretary)	Matt Clark <input checked="" type="checkbox"/> (Past-President)
Greg Gassman <input checked="" type="checkbox"/> (Social Sciences)	Doug Harris <input checked="" type="checkbox"/> (LCC Part-Time via Polycom)	Shawn Lanier <input type="checkbox"/> (Math & Sciences)	Jeannine Mullin <input checked="" type="checkbox"/> (CTE)
Mike Papin <input checked="" type="checkbox"/> (LCC At-Large via Polycom)	Doug Stone <input checked="" type="checkbox"/> (WCC Part-Time)	Jose Vallejo <input checked="" type="checkbox"/> (Student Services & Learning Resources)	VACANT <input type="checkbox"/> (Ex-officio Member ASWCC Rep-non voting)

GUEST(S): President White

Call to order 1:03 p.m.

Item	Description-Type	Lead	Background and Objective
1.	Approval of Agenda – Action	Howerton	Approve agenda of 10/26/18 (MSC Pierro/Clark)
2.	Public Comment		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
Comments:			
3.	Approval of Minutes - Action	Howerton	Objective: Review and approve the minutes 1. October 19, 2018 (Regular Meeting)

<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. The 10/19/18 minutes were approved as amended (MSC Gassman/Pierro). 2. The minutes from 9/28/18 were amended to fix an error previously approved. Following are the original sentences and the amended sentences: Original: Pierro reported that the GED Certificate was approved in the Curriculum Committee. Amended: Pierro reported that the Certificate of Achievement for IGETC and CSU GE Breadth was approved in the Curriculum Committee (MSC Clark/Pierro) 			
4.	Committee Appointments- Action	Pierro	Objective: Appoint faculty members to committees.
<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. Pierro reported that no volunteers came forward for the grievance committee. Clark and Vallejo were appointed to the committee. 			
5.	Academic Senate Committee Effectiveness Assessment results (Spring 2018) – Discussion/Action	Howerton	<p>Background: The senate reviewed results of the spring 2018 effectiveness review and drafted our response</p> <p>WCC Senate Committee Effectiveness Reflection Form - Filled</p> <p>Objective: ACTION: finalize and support the content on this form for submission back to the office of Institutional Effectiveness</p>
<p><i>Discussion/Decision:</i></p> <p>➤ Motion to approve the content of the Committee Effectiveness Reflection Form (MSC Clark/Mullin).</p>			
6.	ASCCC Resolutions/Fall Plenary- Discussion	Senate	<p>Background: The WCC Senate will review and seek input on the draft resolutions that are up for debate and vote during the Fall 2018 ASCCC Plenary. The primary focus of this meeting is dedicated to in-depth discussion and suggest our senate position.</p> <p>Fall 2018 FINAL Resolutions for Plenary</p> <p>Fall 2018 ASCCC Plenary Program of Events</p> <p>Objective: Discuss the draft resolutions, and gather additional input to inform our delegate’s vote.</p>
<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. Howerton is working to encourage more input and participation on plenaries. Senators were encouraged to participate in the future. The spring plenary takes place in the Bay Area. 2. The resolutions are attached to the minutes. 3. The senate briefly discussed each resolution. Clark will draft a potential amendment for Resolution 5.02, Identify and Report Costs of AB 705, for Howerton to bring up in the session. Vallejo will draft a potential amendment for Resolution 8.01, Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices, for Howerton to bring up regarding re-entry students. The senate debated a resolution amendment to 17.01, Guided Pathways, Strategic Enrollment Management, and Program Planning, submitted by a concerned faculty. The senate decided that the amendment needed support, and may be better presented as a separate resolution at a future plenary. The senate is in favor of the resolutions. 			

7.	REPORTS: 1. President’s Report – Information/Discussion 2. VP Report 3. Curriculum Liaison Report 4. Senate Committee Report <ol style="list-style-type: none"> Academic Standard Elections Resolutions 5. Ex-officio Reports <ol style="list-style-type: none"> ASWCC 	Howerton Pierro Stone Gassman Ferns Clark Senators	Background: Reports are limited to the Senate purview of (10 +1) and is a standing agenda item. During some meetings the Senate may not receive reports from all listed. Please limit oral Senate Committee, Division Reports and Ex-Officio Reports to no more than 3 minutes. **Division Reports are not obligatory** <u>Note:</u> Any item that requires senate discussion and further input may be a possible future agenda item, and submitted to the Senate President for agenda consideration.
	<i>Discussion/Decision:</i> 1. Howerton reported that WCC will be hosting next fall’s Area A meeting. 2. Clark recommended that reports be moved higher in the agenda on occasion.		
8.	Future Agenda Items-Discussion	Howerton	<ul style="list-style-type: none"> ➤ Review of Senate Constitution & Bylaws, ➤ Professional Development funding, ➤ Resource Management Plan Pilot, ➤ DE revised Handbook ➤ Governance Handbook & Review of Operating Agreements <ul style="list-style-type: none"> ○ FLEX/PD – Update/Major Changes ○ PIE-and taskforces - NEW ○ Student Success - Update
	<i>Discussion/Decision:</i>		

Meeting adjourned 2:01 p.m.

Senate Goals (adopted: 9/14/18)		Lead	Second
1	Planning and Institutional Effectiveness: Monitor and support the full implementation of WCC’s new PIE (Planning and Institutional Effectiveness) Committee and integrated planning cycle (including annual assessment)	Howerton	Lanier
2	Increase support and development of ASWCC and ASLCC: Work with the student government groups for both WCC and LCC to support student participation in college governance.	Vallejo	Papin Gassman
3	Professional Development: Provide/develop resources to support the professional development of faculty leaders to promote effectiveness	Clark	Vallejo Harris
4	Guided Pathways: Support and advance the college-wide discussion and exploration of Guided Pathways	Pierro	Lanier Mullin
5	Committee Effectiveness, Transparency, and integration: Work with committees and committee chairs to establish a process for consistent information dissemination and reporting.	Ferns	Howerton Pierro

6 **Accreditation:** *Prepare the college for our accreditation site visit and planning for any strategies to respond to the visit findings.*

Howerton

Stone



52nd FALL SESSION RESOLUTIONS

***FOR DISCUSSION ON THURSDAY
NOVEMBER 1, 2018***

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and

voted on by academic senate delegates at the Plenary Session on November 3, 2018.

Resolutions Committee 2018-19

Geoffrey Dyer, ASCCC Area A Representative (Chair)

Rebecca Eikey, ASCCC Area C Representative

Sam Foster, ASCCC Area D Representative

Darcie McClelland, El Camino College, Area C

Conan McKay, ASCCC Area B Representative

Eric Narveson, Evergreen Valley College, Area B

RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.

Resolutions and amendments submitted on Thursday are marked with a +.

Resolutions and amendments submitted on Friday are marked with a #.

*1.02 F18 Adopt the Guided Pathways Glossary of Terms

*4.01 F18 ASSIST Oversight and Implementation

*5.01 F18 Metrics and Coding Cleanup

*5.02 F18 Identify and Report Costs of AB 705 (Irwin, 2017)

*5.03 F18 Develop Resources with Guidance Relevant to the Student Centered Funding Formula

*7.01 F18 Redefine the Faculty Obligation Number to Include Noncredit Faculty

*15.01 F18 Support for University of California Associate Degrees for Transfer in Physics and Chemistry

*17.02 F18 Establish Local Open Educational Resources Liaisons

*19.01 F18 Encourage Dialog about Equivalency Practices

*19.01.01 F18 Amend Resolution 19.01

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1.0 ACADEMIC SENATE

1.01 F18 Academic Senate for the California Online Community College

Whereas, The California 2018-2019 Budget created the California Online Community College, with immediate objectives to “Develop at least three program pathways by July 1, 2019, and enroll students by the last quarter of 2019”;¹

Whereas, “The California Community Colleges Board of Governors has been designated as the California Online Community College Board of Trustees” and has directed action to exercise jurisdiction over “Policies for and approval of courses of instruction and educational programs” and “Procedures . . . to ensure the right of the college’s academic senate to make recommendations in the areas of curriculum and academic standards”² though the California Online Community College has not yet established an academic senate;

Whereas, The California Education Code Section 70901(b)(5)(B) reads, “The board of governors may enter into a direct contract with the Academic Senate for California Community Colleges for the purpose of supporting statewide initiatives, projects, and programs within the purview of the Academic Senate for California Community Colleges”;³ and

Whereas, California Code of Regulations Title 5 §53200 states that curriculum and program development are academic and professional matters;⁴

Resolved, That the Academic Senate for California Community Colleges assert to the California Community Colleges Board of Governors and the California Online Community College District Board of Trustees that the Academic Senate for California Community Colleges is the academic senate of the California Online Community College until such a time that faculty of the California Online Community College establishes an academic senate.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

***1.02 F18 Adopt the Guided Pathways Glossary of Terms**

Whereas, Resolution 13.02 S18 directed the Academic Senate for California Community Colleges (ASCCC) to create a guided pathways handbook, and Resolution 13.03 S18 directed the Academic Senate to conduct research on guided pathways outcomes in California;

Whereas, The development of a common language, vocabulary, and a glossary of terms assists colleges with their local implementation of guided pathways; and

¹ <http://www.ebudget.ca.gov/FullBudgetSummary.pdf>

² https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2018_agendas/August/Item-7-Attachment-1-Resolution-2018-06-Executive-Committee.pdf

³ https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=70901.

⁴ [https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

Whereas, A draft version of a Guided Pathways Glossary of Terms has been vetted and edited and includes input from the ASCCC Executive Committee, the ASCCC Guided Pathways Task Force, local colleges' designated Guided Pathways Liaisons, and faculty at various guided pathways activities;

Resolved, That the Academic Senate for California Community Colleges adopt the Guided Pathways Glossary of Terms⁵ for distribution and to provide guidance on further guided pathways efforts.

Contact: Carrie Roberson, Executive Committee

4.0 ARTICULATION AND TRANSFER

***4.01 F18 ASSIST Oversight and Implementation**

Whereas, The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) is the official repository of transfer and articulation agreements between California's public colleges and universities and supports a comprehensive statewide advising and information system "to facilitate the transfer of California Community College students to either the California State University or University of California systems by providing accurate articulation information";⁶

Whereas, The ASSIST Executive Management Oversight Committee (EMOC) prioritized resources to support a new modernized ASSIST that has been delayed for two years and made the decision to no longer support the old ASSIST version, causing current transfer and articulation agreements to no longer be accessible to the public;

Whereas, The ASSIST EMOC recently announced secured funding to ensure the public release of the new ASSIST site with all articulation agreements up to date no later than May 2019,⁷ delaying public access to ASSIST by an additional year; and

Whereas, The continued lack of a publicly accessible and accurate ASSIST repository severely harms students and the efforts of California community colleges to reach the goals established in the California Community Colleges Chancellor's Office Vision for Success, including increasing

⁵ <https://asccc.org/file/asccc-gp-glossary-termsdocx>

⁶ ASSIST Resource Center Mission Statement, <https://resource.assist.org/About>

⁷ <https://resource.assist.org/News/development-updates-for-the-new-assist-system-october-12>

the rate of transfer students to California’s public universities by 35% as supported by the California Community Colleges Guided Pathways Program and the California Promise;

Resolved, That the Academic Senate for California Community Colleges, in coordination with the California Intersegmental Articulation Council, appoint California community college faculty representation to participate on the ASSIST EMOC, including at least one articulation officer and one transfer center director, to ensure ASSIST functionality enables all users to successfully navigate the transfer experience;

Resolved, That the Academic Senate for California Community Colleges urge the University of California, California State University, and Student Senate for California Community Colleges to request appropriate representation on the ASSIST EMOC to ensure ASSIST functionality enables all users to successfully navigate the transfer experience; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to allocate the required resources to ensure ASSIST is fully functional as the official articulation repository no later than the launch date of May 2019, including a coherent contingency plan to ensure public access to up-to-date intersegmental articulation agreements available through ASSIST for all years no later than May 2019.

Contact: Ticey Hosley, Cuyamaca College, Area D

5.0 BUDGET AND FINANCE

***5.01 F18 Metrics and Coding Cleanup**

Whereas, The Student Centered Funding Formula determines budget allocations based on student populations and completion, and the California Community Colleges system metrics play a key role in providing colleges data regarding student success;

Whereas, The metrics and cohort definitions are currently lacking in accurate data elements, resulting in rates that are not representative of the correct coursework or student populations in many cases;⁸

Whereas, Legislative accountability is reported based on these metrics and additional new metrics that are being designed to track the implementation of AB 705 and other legislative agendas; and

⁸ <https://www.asccc.org/content/top-code-alignment-project-and-impacts-local-coding>
<https://www.asccc.org/content/searching-authentic-definition-student-success>
<https://www.asccc.org/resolutions/datamart-progress-tracking-california-community-college-esl-coding>

Whereas, These data and accountability reports are now tied to student financial aid funding through the California College Promise, AB 19 (Santiago, Chiu, and McCarty, 2017);⁹

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to identify any code errors and incorrect cohort construction and develop a process to allow colleges to correct these errors; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise and test current metrics for implications that would negatively impact student success and funding allocations.

Contact: Craig Rutan, Executive Committee

***5.02 F18 Identify and Report Costs of AB 705 (Irwin, 2017)**

Whereas, AB 705 (Irwin, 2017) language indicates that compensation for costs incurred by this statutory provision must be reimbursed to the community college districts,¹⁰ and the California Legislature was incorrectly informed that AB 705 would be a zero sum statute wherein savings from reducing basic skills courses would equally translate into funds appropriated for the necessary expenses for increase in transfer level courses in mathematics and English;

Whereas, The implementation of AB 705 has not been a zero sum statute, as districts have had to maintain necessary coursework for local awards and part-time students, as well as provide the California Community Colleges Chancellor's Office-proposed corequisite classes in math and English;

Whereas, The default placement rules¹¹ support that large numbers of students will fail transfer-level coursework in mathematics and English and will thus need additional support or coursework to get back on track; and

Whereas, The reallocation of funds from certain disciplines and certain courses to meet the mandate of AB 705 may eventually negatively impact hiring and ultimately support for degree completion in other disciplines, eroding colleges' ability to provide a holistic educational environment;

⁹ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB19

¹⁰ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705

¹¹ https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_.pdf

Resolved, That the Academic Senate for California Community Colleges recommend that local academic senates work within their colleges to develop a plan to identify and analyze costs as a result of AB 705 (Irwin, 2017) implementation.

Contact: Deborah Rosenthal, Bakersfield College, Area A

***5.03 F18 Develop Resources with Guidance Relevant to the Student Centered Funding Formula**

Whereas, The Academic Senate for California Community Colleges' paper *Budget Considerations – A Primer for Senate Leaders* (2009)¹² built upon the previous paper *The Faculty Role in Planning and Budgeting* (2001)¹³ by providing guidance to local senate leaders monitoring and assessing specific types of budget information;

Whereas, The Academic Senate for California Community Colleges' Paper *Budget Considerations – A Primer for Senate Leaders* (2009) was written long before new considerations in local budgeting processes, including additional sources of information that should be assessed and monitored following the enactment of AB 1809 (Ting, 2018)¹⁴, which added a new funding formula, the Student Centered Funding Formula, to the California Education Code, allocating funds to community college districts based on enrollment, equity, and student success factors; and

Whereas, The concerns raised in the Academic Senate for California Community Colleges' Paper *Performance Based Funding: A Faculty Critique and Action Agenda* (1998)¹⁵ about pressure on academic integrity and neglect of academic expertise under outcomes-based budgeting are relevant under the Student Centered Funding Formula;

Resolved, That the Academic Senate for California Community Colleges develop resources with guidance regarding assessing and monitoring sources of information relevant to the Student Centered Funding Formula and ensuring local budgeting processes respect academic integrity and academic expertise; and

Resolved, That the Academic Senate for California Community Colleges update the paper *Budget Considerations – A Primer for Senate Leaders* (2009) with guidance regarding assessing and

¹² https://www.asccc.org/sites/default/files/publications/Budget-Fall09_0.pdf

¹³ https://www.asccc.org/sites/default/files/publications/budget_paper_fall01_0.pdf

¹⁴ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1809

¹⁵ https://www.asccc.org/sites/default/files/publications/PBFunding_0.pdf

monitoring sources of information relevant to the Student Centered Funding Formula, including best practices for local budgeting processes, and bring the updated paper to the Spring 2020 Plenary Session for adoption.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

***7.01 F18 Redefine the Faculty Obligation Number to Include Noncredit Faculty**

Whereas, Title 5 §§51025 and 53311 establish the full-time faculty obligation for each California community college, commonly known as the Faculty Obligation Number or FON, and colleges are penalized for failure to meet this obligation;

Whereas, Although AB 1725 (Vasconcellos, 1988) noted the importance of establishing a sufficient body of full-time faculty, stating, "If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges. There is proper concern about the effect of an over-reliance upon part-time faculty, particularly in the core transfer curricula," the FON has at many colleges been treated as a maximum number of full-time faculty to be employed rather than as the minimum that it was intended to be, and as a result the percentage of instruction conducted by full-time faculty in the California Community College System has decreased rather than increased since the creation of the FON, and progress has not been achieved toward reaching the legislative goal of 75% of instruction being conducted by full-time faculty;

Whereas, Work toward a revision of the FON, along with the 50% Law, began in 2014 and involved a collegial workgroup with voices from the Academic Senate, all statewide faculty unions, chief executive officers, chief business officers, and the California Community Colleges Chancellor's Office, and the members of this workgroup unanimously agreed on a proposal that would have revised the FON and presented that proposal to the California Community Colleges Chancellor's Office Consultation Council on March 17, 2016 to a positive reception¹⁶, but although the workgroup has continued to pursue and refine this proposal, no concrete action on the proposal has yet been taken; and

Whereas, With the implementation of AB 705 (Irwin, 2017), many colleges are exploring an expansion of noncredit offerings in order to more effectively serve students in need of additional assistance, but noncredit faculty are not included in the FON, and thus the FON creates a disincentive to hiring or assigning full-time faculty in an area of significant student need;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the Community College League of California, faculty union leadership, and other interested parties to redefine the Faculty Obligation Number in a

¹⁶ <https://www.asccc.org/sites/default/files/50-percent-Law-and-FON-Updated-Proposal.pdf>

way that includes noncredit faculty and that more effectively encourages and promotes the hiring of full-time faculty in order to make progress toward the legislative goal of 75% full-time faculty instruction.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Noncredit Committee

8.0 COUNSELING

8.01 F18 Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices

Whereas, The default placement rules in the AB 705 Implementation Memo, July 10, 2018¹⁷ are based primarily on high school grade point average, and AB 705 (Irwin, 2017) and Title 5 §55502(i)¹⁸ require colleges to use multiple measures for student assessment and placement;

Whereas, AB 705 (Irwin, 2017) and subsequent Title 5 Regulations revisions will require changes within areas that fall under academic and professional matters, and such changes should be made in collegial consultation with local academic senates; and

Whereas, Title 5 §53200 requires the local governing board and its designee(s) to consult collegially with the local academic senate on all academic and professional matters, in particular curriculum, including establishing prerequisites, degree and certificate requirements, and standards or policies regarding student preparation and success;

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline and counseling faculty when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Executive Committee

8.01.01 F18 Amend Resolution 8.01

Amend the Resolved:

¹⁷ https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_0_0.pdf

¹⁸ [https://govt.westlaw.com/calregs/Document/I5D3FD35027D811E3A241A8038D8BCC68?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5D3FD35027D811E3A241A8038D8BCC68?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline faculty, and counseling faculty, and other appropriate faculty when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Christie Trollinger, Butte College, Area A

8.01.02 F18 Amend Resolution 8.01

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline and counseling faculty and with student accessibility services when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement

Contact: Eric Narveson, Evergreen Valley College, Area B

9.0 CURRICULUM

9.01 F18 Degree and Certificate Awards in Response to the New Funding Formula

Whereas, The Student Centered Funding Formula that was enacted by the governor's 2018-19 Budget Trailer Bill on June 27, 2018¹⁹ provides monetary incentives for college districts to award the associate degree for transfer over a local associate degree, and when possible multiple degrees or certificates to a single student;

Whereas, The Student Centered Funding Formula may disadvantage smaller colleges that offer fewer local degrees or associate degrees for transfer than larger colleges, as well as colleges that lack robust degree audit programs, as auto-awarding degrees and certificates may be more difficult at such colleges;

Whereas, For students transferring to the University of California, a private institution, or an out of state institution, a local associate degree may provide better preparation than an associate degree for transfer; and

¹⁹ http://dof.ca.gov/Budget/Trailer_Bill_Language/documents/CommunityCollegeStudent-FocusedApportionmentsFormula_001.pdf

Whereas, An increase in the number of degrees or certificates a student is awarded should indicate additional qualifications attained by the student that are above and beyond the qualifications a student would earn from a single degree or certificate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to support the efforts of colleges to best meet the educational goals of students in both awarding associate degrees and, when appropriate, guiding students through transfer preparation when the University of California or California State University does not require an associate degree;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to provide guidance to colleges for awarding multiple degrees or certificates to a single student; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to advise local academic senates and curriculum committees about the effects on financial aid when auto-awarding degrees and certificates.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

9.02 F18 Equalize Noncredit Curriculum Processes to Align with Local Approval of Credit Curriculum Processes

Whereas, The Curriculum Streamlining Processes,²⁰ announced in October 2016, to allow colleges to approve and offer curriculum more rapidly now permits colleges to self-certify curriculum for all credit courses, modified credit programs with the exception of associate degrees for transfer, and new credit programs with a goal of local program with the exception of new career technical education credit programs and apprenticeship;²¹

Whereas, With the passage of AB 705 (Irwin, 2017) and the California Guided Pathways Award Program, colleges must be nimble and responsive to an increase in demand for noncredit course offerings; and

²⁰ http://www.ccccurriculum.net/wp-content/uploads/2017/05/WhitePaperFinal_April2017.pdf

²¹ http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf

Whereas, The question “Can a college require a noncredit support course?” that had a response of “Yes, ...” in the FAQ on AB 705²² from the California Community Colleges Chancellor’s Office and the Academic Senate for California Community Colleges will lead to an increase in demand for noncredit course offerings;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other stakeholders to equalize noncredit and credit curriculum processes.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

9.02.01 F18 Amend Resolution 9.02

Add new second Whereas:

Whereas, Noncredit course and program proposals require more lengthy review and approval by the California Community Colleges Chancellor’s Office before being offered at a California Community College;

Amend existing second Whereas and reorder as fourth Whereas:

Whereas, The noncredit course approval process must be nimble enough to allow colleges to increase in-demand noncredit course offerings in response to the with the passage of AB 705 (Irwin, 2017) and the California Guided Pathways Award Program, colleges must be nimble and responsive to an increase in demand for noncredit course offerings;

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other stakeholders to equalize noncredit curriculum processes to align with local approval of ~~and~~ credit curriculum processes.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Area C

²² https://asccc.org/sites/default/files/AB705_FAQ_030218_FINAL_2.pdf

9.03 F18 Local Adoption of the California Virtual Campus – Online Education Initiative Course Design Rubric

Whereas, Online courses reviewed with the California Virtual Campus – Online Education Initiative (CVC – OEI) Course Design Rubric and offered through the CVC –OEI Course Exchange have a success rate 4.9 percentage points above the statewide average;²³

Whereas, California Code of Regulations Title 5 §55206 maintains districts’ local authority to determine if courses will “be provided through distance education”;²⁴

Whereas, ASCCC Resolution 9.01 S15 encourages “local senates to establish rubrics for online course standards”; and

Whereas, The CVC – OEI has indicated in its 5-Year Roadmap that local peer online course review is planned as an activity intended to increase course and degree completion;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC – OEI Course Design Rubric for local use and explore the development of local peer online course review.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

9.03.01 F18 Amend Resolution 9.03

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC – OEI Course Design Rubric for local use ~~and explore the development of local peer online course review.~~ and

Add a second Resolved:

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to explore the development of local peer online course review.

Contact: Carrie Roberson, Butte College, Area A

²³ <http://ccconlineed.org/about-the-oei/governance/consortium-expansion/>

²⁴ [https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEB02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEB02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

9.04 F18 Flexibility in Local Curriculum Submission Deadlines as Related to the Implementation of AB 705 (Irwin, 2017)

Whereas, Guidelines for AB 705 (Irwin, 2017) implementation were disseminated to the California community colleges on July, 10, 2018,²⁵ and changes to Title 5 regulations for compliance with AB 705 (Irwin, 2018) are expected no earlier than January 2019;

Whereas, Professional development opportunities regarding AB 705 (Irwin, 2017) are planned throughout fall 2018;

Whereas, Colleges must fully implement AB 705 (Irwin, 2017) by fall 2019, while many colleges have curriculum submission deadlines in September 2018 for courses to be offered in fall 2019, and more time may be needed in order for faculty to design innovative curriculum options in response to AB 705 (Irwin, 2017) and to meet the needs of diverse student populations; and

Whereas, The University of California and the California State University recently announced that they have extended the deadline for courses specifically related to the implementation of AB 705 (Irwin, 2017) in the areas of mathematics/quantitative reasoning and English composition/written communication for the University of California Transfer Course Agreement (UCTCA) until November 15, 2018, and for the Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Breadth to March 1, 2019;

Resolved, That the Academic Senate for California Community Colleges encourage local curriculum committees to be flexible with curriculum submission deadlines; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrations and governing boards to be flexible with catalog and scheduling deadlines.

Contact: Executive Committee

9.04.01 F18 Amend Resolution 9.04

Amend the Resolveds:

²⁵ https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_0_0.pdf

Resolved, That the Academic Senate for California Community Colleges encourage local curriculum committees to be flexible with curriculum submission deadlines within the constraints dictated by regulations and accreditation standards in order to comply with AB 705 (Irwin, 2017); and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrations and governing boards to provide adequate resources to support ~~to be flexible with~~ catalog and scheduling deadlines.

Contact: Fred Teti, City College of San Francisco, Area B

15.0 INTERSEGMENTAL ISSUES

***15.01 F18 Support for University of California Associate Degrees for Transfer in Physics and Chemistry**

Whereas, The Academic Senate for California Community Colleges has demonstrated through previous positions (Resolutions 4.01 F17, 15.01 F17) a commitment to supporting the academic goals of students who seek a baccalaureate degree by transferring to universities;

Whereas, Long-standing issues continue to exist regarding associate degrees for transfer (AD-T) to the California State University system for both chemistry and physics transfer students, including adequate course preparation for junior-level status; and

Whereas, A joint collaboration between the Academic Senate for Community Colleges and the University of California Academic Senate has resulted in proposed University of California (UC) AD-Ts in both chemistry and physics that are aligned with the expectations of undergraduate preparation for those degrees²⁶ and include guaranteed admission to the UC system with all UC campuses committed to participate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the University of California Academic Senate (UCAS) to offer by fall 2019 UC Associate Degrees for Transfer in Physics and Chemistry.

Contact: Rebecca Eikey, Executive Committee

²⁶ https://asccc.org/sites/default/files/UC%20Pathways_Physics_Template%20-%20edited%209-4-18.pdf
https://asccc.org/sites/default/files/UC%20Pathways_Chemistry_Template_edited9.4.18.pdf

17.0 LOCAL SENATES

17.01 F18 Guided Pathways, Strategic Enrollment Management, and Program Planning

Whereas, Previous resolutions and papers from the Academic Senate have encouraged faculty participation in curriculum development, program planning, enrollment management, and scheduling;²⁷

Whereas, California Community Colleges Guided Pathways is intended to create a sustainable framework for institutions to develop local implementations that serve the needs of all students in helping them identify and meet their educational goals;

Whereas, Availability of courses and programs in conjunction with the time and place they are offered represents key factors that directly impact the success of students; and

Whereas, Colleges have traditionally developed schedules by disciplines or departments in contrast to considerations across disciplines and across general education;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review the faculty representation on enrollment management committees to ensure broad representation, program expertise, and general education expertise; and

Resolved, That the Academic Senate for California Community Colleges update the paper *Enrollment Management Revisited* (2009) in light of the new Student Centered Funding Formula, guided pathways, and the implementation of AB 705 (Irwin, 2017) and bring the updated paper to the Spring 2020 Plenary Session for adoption.

Contact: Dolores Davison, Executive Committee

***17.02 F18 Establish Local Open Educational Resources Liaisons**

Whereas, The Academic Senate for California Community Colleges will be initiating a five-year open educational resources (OER) initiative in spring 2019 that will provide OER-related support and resources to the colleges and gather data from the colleges related to OER use and challenges;

Whereas, Research has shown that access to and use of textbooks and ancillary materials are correlated with successful course completion by students, and students postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion;

²⁷ <https://www.asccc.org/resolutions/faculty-involvement-scheduling-courses>
https://asccc.org/sites/default/files/ClassCapsS12_0.pdf
https://www.asccc.org/sites/default/files/publications/Enrollment-Mgmt-Spring09_0.pdf
<https://www.asccc.org/resolutions/adopt-enrollment-management-revisited>
<https://www.asccc.org/resolutions/course-development-and-enrollment-management>

Whereas, Various college-level OER funding opportunities have required the establishment of a local point-person to coordinate such efforts, and the Academic Senate for California Community Colleges has urged local senates to be involved in the process for appointing individuals to such positions (Resolution 19.10 S16);

Whereas, The OER initiative plan developed by the Academic Senate for California Community Colleges proposes to further OER use by providing centralized support for local OER efforts, and that support must be informed by local needs and effectively disseminated at the colleges;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the Academic Senate for California Community Colleges.

Contact: Michelle Pilati, Rio Hondo College, OER Task Force

18.0 MATRICULATION

18.01 F18 Guided Self-Placement

Whereas, The implementation of California Community Colleges Guided Pathways depends on students making important decisions about their own futures, including students identifying their educational goals, understanding different pathway options, and analyzing different coursework to navigate their education;

Whereas, Research indicates that students who engage metacognitively with their learning are more likely to persist, succeed in coursework, and complete;²⁸ and

Whereas, Students have a right to select their own educational pathways and deserve adequate information with clear guidance to assist them with making informed decisions;

Resolved, That the Academic Senate for California Community Colleges make available to colleges guided self-placement strategies, including a variety of options that support the success of California community college students; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to implement policies that give all students access to the local guided self-placement process.

Contact: Janet Fulks, Bakersfield College, Guided Pathways Task Force

19.0 PROFESSIONAL STANDARDS

***19.01 F18 Encourage Dialog about Equivalency Practices**

Whereas, Use of equivalency is required by California Education Code §87359, and the “agreed upon process shall include reasonable procedures to ensure that the governing board relies

²⁸ Duckworth, A (2016), *Grit: The Power of Passion and Perseverance*; Dweck, C and Gavin, M (2009) *Mindset: The New Psychology of Success*

primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications”;

Whereas, The subjective nature of evaluating a candidate’s experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their fields without having completed an associate degree;

Whereas, Equivalency processes at California Community Colleges are locally established, vary widely, and may or may not include a means for evaluating equivalency to the associate degree, particularly the general education component; and

Whereas, Resolution 10.05 S17 called for the Academic Senate for California Community Colleges “to develop and disseminate resources that empower local senates to evaluate and assess” the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation;

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to review proposed equivalency resources, collect feedback, and make revisions as needed to ensure the finished resources meet the needs of local senates; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office in Spring 2019 to facilitate dialog among local senates and equivalency committees about equivalency practices and about determining equivalencies to the associate degree.

Contact: Cheryl Aschenbach, Executive Committee

***19.01.01 F18 Amend Resolution 19.01**

Amend the first Resolved:

Resolved, That the Academic Senate for California Community Colleges work with faculty, to disseminate proposed equivalency resources for feedback and ensure equivalency committees;

and other stakeholders to review proposed equivalency resources, collect feedback, and make revisions as needed to ensure the finished resources meet the needs of local senates; and

Contact: Jeff Burdick, Clovis Community College, Area A